

Herne Bay High School's Safeguarding, Child Protection Policy & Prevent Strategy

Policy reviewed by	C. Harris	Date of last review	July 2021	Date of next review	July 2022	Date of policy ratification by Governors	Sept 2021
Purpose of policy							
The school recognises that it has an explicit duty to safeguard and protect children from abuse. The overall intention and purpose behind this Safeguarding, Child Protection Policy and Prevent Strategy is to safeguard and promote the welfare of children.							

Herne Bay High School's Safeguarding & Child Protection Policy

(1) INTRODUCTION

This policy has been developed in accordance with Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges and related guidance.

The Governors and staff of Herne Bay High School take seriously their responsibility to promote the welfare and safeguard all the children and young people entrusted to their care.

The school aims to create a culture of vigilance with all matters pertaining to safeguarding and child protection and will always work in the best interests of the child.

The Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice and safeguarding in the school is Chris Harris and is contactable on the school's main telephone number 01227 361221.

The school has a number externally trained Deputy DSL's, namely:

- Brian Jones
- Stacey Jones
- Kelly Molloy
- Scott Waters

The named governor for safeguarding is Amy Ansell and is contactable on the school's main telephone number 01227 361221.

As part of the ethos of the school we are committed to:

- maintaining children's welfare as our paramount concern
- providing an environment in which children and young people feel safe, secure, valued and respected, confident to talk openly and sure of being listened to
- providing suitable support and guidance so that students have an understanding of safeguarding and a range of appropriate adults who they feel confident to approach if they are in difficulties
- using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
- working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication

- monitoring children and young people who have been identified as “in need” including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
- developing effective and supportive liaison with other agencies
- protecting and diverting people away from the risk of being drawn into terrorist related activities

Within this Policy there is a constant theme and expectation that if any member of staff regardless of their role in the school has concerns about a child or young person they must refer the matter to the school’s Designated Safeguarding Lead.

Concerns should be referred to the DSL using the school’s internal safeguarding referral mechanisms namely the electronic system CPOMS (see Appendix B), or the paper-based (pink) Safeguarding Incident/ Concern Form – these are available from the staff room or the main office or by printing off Appendix A of this Policy.

(2) ROLES AND RESPONSIBILITIES:

(a) The School:

The school is responsible for ensuring that all action taken is in line with Kent’s safeguarding/child in need/child protection procedures.

The role of the school within this procedure is to contribute to the identification, referral and assessment of children at risk and children in need including children who may have suffered, be suffering or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

All adults in school have a role to play in relation to:

- Protecting children from abuse
- Protecting and diverting people away from the risk of being drawn into terrorist related activities
- Promoting the welfare of children
- Preventing children from being harmed

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

(b) Designated Safeguarding Lead:

The Designated Safeguarding Lead (DSL) is Chris Harris. The school’s DSL has responsibility for:

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| • Co-ordinating child protection action within school | • Liaising with other agencies and professionals |
| • Making referrals as necessary | • Acting as a consultant for staff to discuss concerns |
| • Organising training for all school staff | • Maintaining a confidential recording system |
| • Managing and monitoring the school’s part in Child in Care/Protection Plans | • Ensuring that locally established procedures are followed including reporting and referral processes |
| • Representing or ensuring the school is appropriately represented at inter-agency meetings in particular Child Protection Conferences | |

(3) GENERAL STRATEGIES:

Child protection and safeguarding issues are explored and addressed within the school through the curriculum, policies and guidance and through school/community initiatives. Examples include:

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|----------------------------|------------------------------|-------------------------------|
| • PHSEE | • Behaviour Policy | • Student Councils |
| • Safe School initiative | • Peer mentoring | • Community initiatives |
| • Anti-Bullying Strategies | • Care Plans/Education Plans | • Complaints Procedures |
| • Health and Safety | • Risk Assessments | • Extra Curricular Activities |
| • E-safety policy | | |

(4) TYPES OF ABUSE AND PROCEDURES:

A copy of Kent's safeguarding procedures and detailed support literature is available from Chris Harris (DSL) or can be accessed by clicking on the following URL [Kent and Medway LSCB Procedures Manual Contents \(proceduresonline.com\)](http://www.kent.gov.uk/medway/lscb/proceduresonline.com) . These procedures have been developed to support and assist partner agencies in their safeguarding work and the material is revised and updated on a regular basis.

A copy of the Department of Health Assessment Framework (which has been developed to provide a systematic way of analysing, understanding and recording what is happening to children and young people within their families and the wider context of the community in which they live) is available from the Bris Harris (DSL) and from: <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf>

(ai) Recognition and categories of abuse:

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse, these are:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The signs and symptoms of abuse covered with staff as part of their regular Child Protection training – for a useful guide to this area see <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/>.

(aii) Peer on peer abuse

It important that staff are mindful that abuse can be perpetrated by peers, and as such should never be tolerated or passed off as “banter” or “part of growing up” - abuse is abuse.

Peer on peer incidents that are more likely to be perceived as abusive are likely to pertain to one or more of the following:

- if there is a difference in power (for example age, size, ability, development) between the young people concerned
- if the perpetrator has tried to harm one or more other children and/or if there are concerns about the intention of the alleged perpetrator
- if there was coercive or dominating aspects to what would generally be perceived as normal sexual exploration
- if the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

*Note ~ each situation needs to be viewed on its particular circumstances, and it is entirely possible that peer on peer abuse may be present when there isn't one or more of the four above circumstances present.

When considering the issue of peer on peer abuse professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.

Staff should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.

Any member of staff who feels that a young person has abused another child or young person should refer the matter to the DSL or notify children's social care themselves without delay.

(aiii) Other risks to children

In addition to the four categories of abuse (physical abuse, sexual abuse, emotional abuse and neglect) and the issue of peer on peer abuse, staff should be aware of other risks to children including:

- **Child sexual exploitation:**
 - **Definition of Child Sexual Exploitation (CSE)**
 - 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.' Definition of CSE from the Department for Education (DfE). Further information from the DfE re. CSE is available here:

- The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of performing, and/or others performing on them, related to sexual activities.
- Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.
- Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who have been sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking.
- **Important points to consider re. CSE:**
 - Being sexually exploited, is not a 'lifestyle choice' regardless of how children and young people and others may choose to describe their actions or behaviours.
 - Both girls and boys can be victims of child sexual exploitation and can be equally vulnerable.
 - The coercers and perpetrators are usually adults, but can be children and young people in a position of power of either gender.
 - Young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse.
 - Parents/carers may be involved in the sexual exploitation of their children, or fail to prevent/protect from it.
 - Groups of children and young people and multiple perpetrators may be involved (organised abuse).
 - see these links for further information and resources:
 - <https://www.kscmp.org.uk/guidance/exploitation>
- **Sexting**
 - The linked document is a reference point to matters pertaining to sexting: Responding to Sexting (Youth Produced Sexual Imagery): Guidance for Professionals - [Sexting-KSCB-version-5-final.pdf \(kscmp.org.uk\)](#)
 - In line with advice from KCC, the UKCCIS guidance and the police we will operate a graduated response to issues of sexting and as such will establish whether the sexting incident is perceived to be 'experimental' or 'aggravating' and as such will establish an appropriate response.
 - Note this decision/response will be placed into the context of any other safeguarding concerns related to the child – all issues of sexting are to be reported via the school's safeguarding alert processes ie. CPOMS or the pick safeguarding form.
- **Working with sexually active young people** - see these links for further information and resources:
 - Working with Sexually Active Young People:
 - http://www.proceduresonline.com/kentandmedway/chapters/p_work_sx_active_yp.html?zoom_highlight=working+with+sexually+active+young+people
 - Kent and Medway Risk Assessment Tool for Sexually Active Children and Young People
 - Consideration for Assessment:
https://www.proceduresonline.com/kentandmedway/pdfs/sexually_active_assess.pdf.pdf
- **Self harming** - see this useful link for information contained within the Kent Safeguarding Children Board website:
 - http://www.proceduresonline.com/kentandmedway/chapters/p_self_harm.html?zoom_highlight=self+harm
- **Female Genital Mutilation (FGM)** – see this link for government multi-agency guidance:
 - http://www.proceduresonline.com/kentandmedway/chapters/p_female_gen_mut.html?zoom_highlight=female+genital
 - **FGM information**
 - FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

- It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.
 - Those failing to report such cases will face disciplinary sanctions.
 - It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.
 - Information on when and how to make a report can be found at - Mandatory reporting of female genital mutilation procedural information:
 - <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
 - Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s DSL and involve children’s social care as appropriate.
 - The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures and alert the DSL.
 - The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_16_39_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- **The following are some signs that the child may be at risk of FGM:**
- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
 - The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
 - The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
 - If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family;
 - The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school;
 - The child talks about a ‘special procedure/ceremony’ that is going to take place;
 - An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
 - Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination;
 - Where a girl from a practising community is withdrawn from Sex and Relationship Education they may be at risk from their parents wishing to keep them uninformed about their body and rights.
- **FGM and the law**
- The Female Genital Mutilation (FGM) Act was introduced in 2003 and came into effect in March 2004. The Act:
 - Makes it illegal to practice FGM in the UK;
 - Makes it illegal to take girls who are British nationals or permanent residents of the UK abroad for FGM whether or not it is lawful in that country;
 - Makes it illegal to aid, abet, counsel or procure the carrying out of FGM abroad;
 - Has a penalty of up to 14 years in prison and, or, a fine.
 - **The Serious Crime Act 2015 has amended the Female Genital Mutilation Act 2003**
 - Creating a new offence of failing to protect a girl from FGM with a penalty of up to 7 years in prison or a fine or both. - A person is liable if they are “responsible” for a girl at the time when an offence is committed. This will cover someone who has “parental responsibility” for the girl and has “frequent contact” with her and any adult who has assumed responsibility for caring for the girl in the manner of a parent. This could be for example family members, with whom she was staying during the school holidays;

- Introduced Female Genital Mutilation Protection Orders (“FGMPO”) - breaching an order carries a penalty of up to five years in prison. The terms of the order can be flexible and the court can include whatever terms it considers necessary and appropriate to protect the girl or woman;
 - Allowing for the anonymity of victims of FGM – prohibiting the publication of any information that could lead to the identification of the victim. Publication covers all aspects of media including social media;
 - Extended the extra-territorial reach of Female Genital Mutilation (FGM) offences to include “habitual residents” of the UK;
 - ***Created a new duty of Mandatory Reporting of Female Genital Mutilation for regulated professionals in health and social care professionals and teachers in England and Wales which came into force on the 31st October 2015.***
- **Safeguarding Children and Young People against Radicalisation and Violent Extremism** – see this link for further information re. the Prevent and Channel strategies:
 - http://www.proceduresonline.com/kentandmedway/chapters/p_sg_ch_extremism.html?zoom_highlight=%E2%80%A2+Children+who+may+be+vulnerable+to+radicalisation
 - **‘Honour-based’ violence**
 - So-called ‘honour-based’ violence (HBV) (also called ‘encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.
 - Click here for more information:
 - [2.2.35 Honour Based Violence \(proceduresonline.com\)](#)

(aiv) Children in care (CiC) and children with a Special Educational Need or Disability (SEND)

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Should staff have any concerns about the welfare of these students, or be concerned that the child is at risk, then the matter should be referred to the DSL using school’s internal safeguarding referral mechanisms ie. CPOMS or the pink safeguarding form. The DSL will then work with the relevant staff within school ie. the Designated Teacher for CiC, and with outside agencies to deal with the issue.

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges, and there can be additional barriers that exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

It is therefore important that staff are mindful of those students who have a SEND and on occasions that staff have concerns about these students that the matter is referred on, and not put down to their SEND – if staff have any concerns they must refer the matter to the DSL.

(b) Responding to concerns:

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure.

- Any member of staff who has a concern for a child or young person however insignificant this might appear should refer this matter to the DSL as soon as possible.
- More serious concerns must be reported immediately to the DSL to ensure that any intervention necessary to protect the child is accessed as early as possible.

(c) Approach to be followed should a child make a disclosure to a member of staff:

If a child makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
- Do not ask leading questions or probe for information that the child or young person does not volunteer
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
- Record the conversation as soon as possible
- Inform the DSL

(d) Record keeping:

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. As such any incident or behavioural change in a child or young person that gives cause for concern should be recorded via the CPOMS online referral system or through using the pick Safeguarding Incident/Concern form (see Appendix A).

It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should be alerted to issues only on a 'need to know' basis.

(e) Information to be recorded (whenever possible):

- Child's name and mentor group
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change)
- The incident(s) which gives rise for concern with date(s) and times(s)
- A verbatim record of what the child or young person has said.
- If recording bruising/injuries indicate position, colour, size, shape and time on body map.
- Action taken

These basic details are vital to the information gathering process and do not constitute an investigation - this information should be referred to the DSL using school's internal safeguarding referral mechanisms. The Principal should always be kept informed of any significant issues - the DSL will be responsible for this.

(f) Storage of records:

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely.

Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

(gi) Referrals to Social Services:

It is generally the responsibility of the DSL to decide when to make a referral to the Social Services Directorate. To help with this decision s/he may choose to consult with the Area Safeguarding Adviser (03000 418503). Advice may also be sought from Social Services on 03000 411111, who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made.

In all but the most exceptional cases parents/carers should be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

Referrals to Social Services will be made using the Front Door process. See - [Kent Children's Portal](#)

In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty social services office.

If a child or young person is referred, the DSL will ensure that the Principal and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child, s/he should refer the matter themselves directly to Social Services. The Principal should be informed of this decision.

Note ~ The DSL will normally make the referral to Social Services, although any staff member can make a referral to children's social care - if anyone other than the DSL makes the referral they should inform the DSL, as soon as possible.

(h) The child protection plan

The DSL will inform members of staff who have direct pastoral responsibility for children and young people of those children or young people who are subject to a Child Protection Plan. These children and young persons must be monitored very carefully and the smallest concern should be recorded and passed immediately to the DSL.

(i) Concerns involving members of staff:

If staff members have concerns about another staff member then this should be referred to the Principal (**not** the DSL).

Where there are concerns about the Principal this should be referred to the Chair of Governors. Furthermore, if the matter pertains to the Principal, staff have the option (in addition to contacting the Chair of Governors) to alert the Local Area Designated Officer (LADO) (03000 410888).

There is a consultation service available from KCC – HBHS's Area Safeguarding Adviser is contactable on 03000 418503.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

(j) Addition information re. HBHS's expectations of its staff:

There may be occasions when it may be necessary for staff to speak to or work on a one-to-one basis with students, although this should be planned against as much as possible. On such occasions staff must take all reasonable steps to safeguard the student and themselves as much as is practicable. Safeguards should include:

- a. Endeavouring to meet/work with the student in a room or an area where other adults and students are present
- b. Not meeting/working with the student in an isolated part of the school
- c. If the above is not possible e.g. there is a need to access particular resources and/or equipment that are only accessible in one particular area, the member of staff should keep the door open, and inform a colleague, ideally their Head of Department, that this support is taking place. Whilst supporting the student, the member of staff should be mindful of the need to ensure that no action of theirs, either physical or verbal, could be misconstrued by the student.

Should the member of staff sense that the student is misconstruing the support that they are being offered, the session should be stopped in a manner that does not heighten any concern, and the member of staff should inform the DSL and/or the Principal as soon as is practicable.

(5) SUPERVISION AND SUPPORT:

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers have a mentor and co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

(6) TRAINING OPPORTUNITIES:

The DSL is responsible for ensuring staff, including themselves, receive training in the area of child protection.

All staff members should receive appropriate safeguarding and child protection training which is regularly updated. As such the school has a system in place that staff and DSL receive regular training, with regular updates being delivered in the intervening period.

(8) MONITORING AND REVIEW:

All school personnel and governors will have access to a copy of this policy and will have the opportunity to consider and discuss its contents and feedback as appropriate. In the first instance the person who should be fed back to is the person who carried out the last review of the policy. This policy will be reviewed annually.

Herne Bay High School's Prevent Strategy

Statement on preventing extremism and radicalisation

Herne Bay High School's Prevent Strategy has been written in response to and in line with government guidance and forms part of the government's counter terrorism strategy which seeks to:

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health
- All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The purpose of the Herne Bay High School's Prevent Strategy is to protect students from harm and to ensure that they are taught in a way that is consistent with the law and British values. To this end it acts to:

- Raise awareness
- Provide information
- Enable learners to make a positive contribution
- Safeguard young people

Risk

The current threat from extremism and radicalisation in the UK can include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Herne Bay High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that both Staff and Governors, under their duty of care for students, have explicit responsibilities to safeguard pupils from the risk of falling under the influence of extremist groups and individuals and potentially even being drawn into terrorism. The Staff are alert to the potential dangers of institutional complacency and/or suspended professional disbelief – 'it could not happen here' – and will put in place strategies to ensure that governors, staff, parents and pupils understand the potential threat and are aware of the indicators of vulnerability. All staff receive regular full safeguarding training, and update training when required, and also undertake online training.

In discharging its duty of care, Herne Bay High School seeks to protect children and young people against the messages of all violent extremism delivered using any means or medium to express views which:

- Encourage, justify or glorify political, religious, sexist or racist violence
- Belong to rigid and narrow ideologies that are intolerant of diversity and so leave those who hold them vulnerable to future radicalization
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts

- Foster hatred which might lead to inter-community violence in the UK.

What has already been done to address this risk?

Within Herne Bay High School children participate in a curriculum that promotes active learning and develops critical personal thinking skills. The focus on active learning and questioning enables students to explore social and emotional aspects of learning throughout the curriculum. Herne Bay High School actively promotes diversity and shared values between the local school communities, the community local to the school, the national and global community. We do this by celebrating our own school values. These values form the basis of our students understanding of wider communities and there are numerous academic and pastoral opportunities that embed this ethos.

Herne Bay High School challenge prejudices recognising students who are at risk of isolation. The emphasis on pastoral care, the use of school policies, school assemblies, the PSHEE scheme of work, school events and enrichment activities ensure that the school is a safe place to learn and socialise. Herne Bay High School seek justice for inappropriate behaviour choices and use restorative approaches to repair harm when caused.

Herne Bay High School has already undertaken a range of activities / initiatives to raise awareness of the issues with both staff and pupils and to ensure that the school community understands what to do and who to go to if they have any concerns around the potential radicalisation of a member of the school community. These include:

- Chris Harris will act as the Prevent Single Point of Contact (SPOC) and as such will be the lead for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- The Prevent Training that has been undertaken by all staff and governor representatives
- IT filtering systems are used both passively to block users from accessing inappropriate websites/fora and proactively to identify the use of a library of key words by users of school equipment which can then be acted on quickly and effectively
- Relevant approaches/policies have been adopted/amended in order to limit the opportunity of extremist speakers and events taking part in school or students/staff being subjected to such out of school on visits.
- The school takes active measures, within the recruitment and selection processes, to limit the chance of engaging any person who holds extremist or radicalised views.

What we plan to do in the future?

- Keep all safeguarding policies under review and make changes/amendments as and when required
- Provide Prevent training for new staff/governors as part of their induction
- Ensure that all staff, governors, students and parents are aware of the indicators of vulnerability
- Foster a climate that ensures that the whole school community takes the threat of radicalisation seriously
- Liaise with outside agencies as required, should there be concerns that a member of the school community is being subjected to, or indeed is subjecting others to, extremist or radical views.

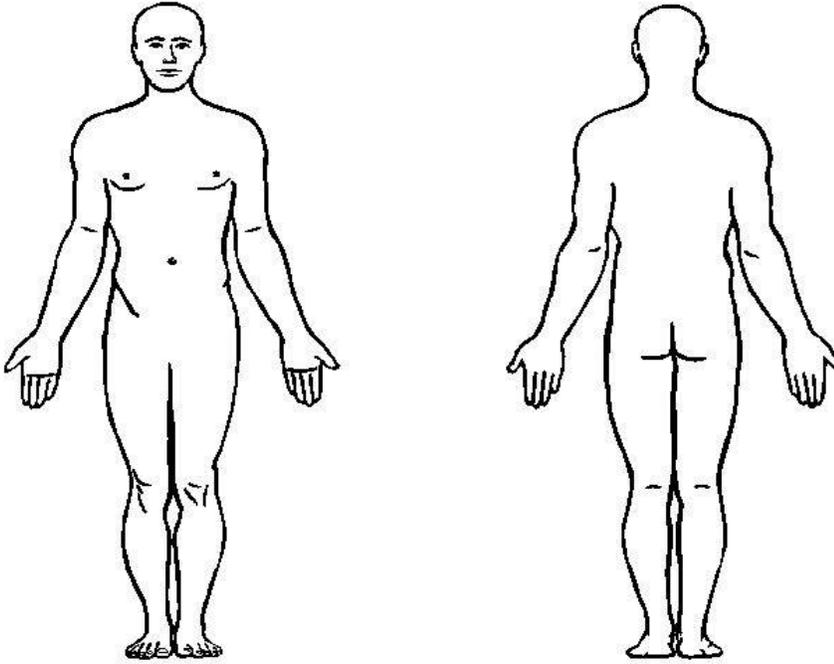
Appendix A - Safeguarding Incident/Concern Form

Student's name:	Date of birth: Mentor group:
Name and position of person completing the form (please print)	
Date of incident/concern (dd/mm/yy)	
Incident/concern* (who, what, where, when)– use the 'Body Map' over page as appropriate to indicate any concerns	
Any other relevant information* (witnesses, immediate action taken)	
Action taken*	
Signature	Date form completed (dd/mm/yy)

*continue on a separate sheet if required

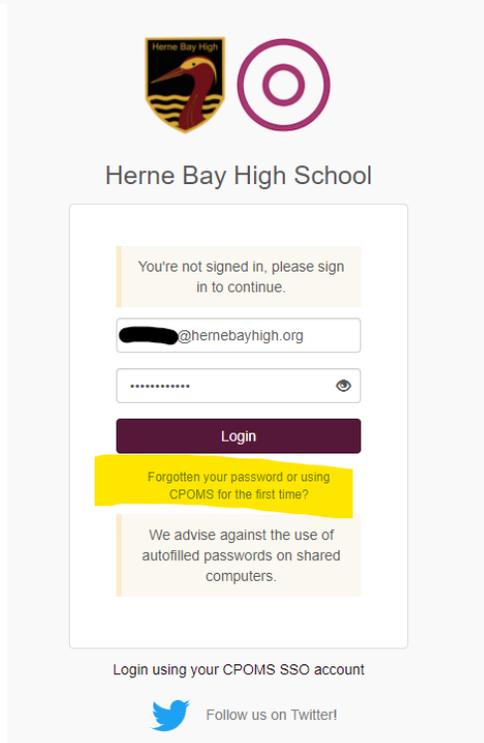
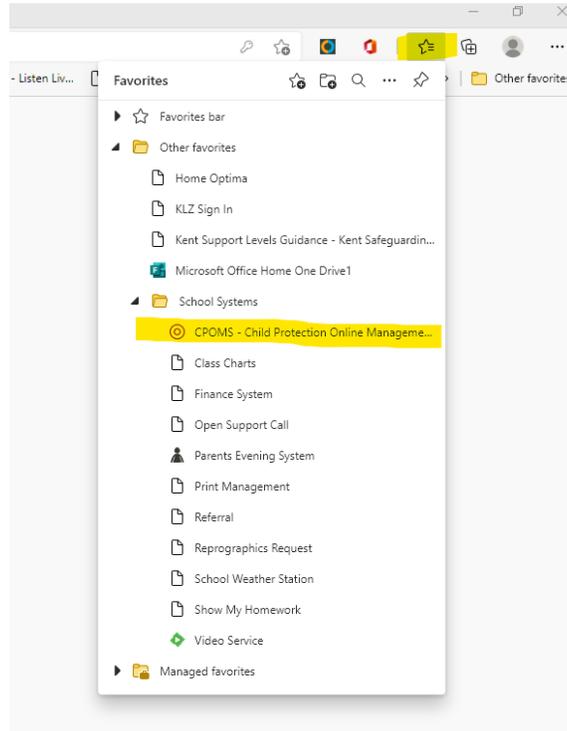
Confidential Body Map

Please highlight any (a)bruises (b)cuts/wounds (c)red areas (d)scalds/burns or (e)other concerns – please use the relevant letter from above as a key



Description of marks

Appendix B - CPOMS



Student

Incident

Categories alcohol related alleged/possible abuse attendance COVID-19 COVID-19 Supervision Incident cp file data related drug related family related first aid issues outside of school online behaviour Other Pastoral Assessment – Unwell possible criminal act Racism Relationships self harm sex related Smoking staff related well-being

Linked student(s)
Type a student's name to link them to this incident.



Date/Time

Status

Assign to

Files

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner